

**Education,  
Audiovisual &  
Culture**  
Executive Agency



SOCRATES PROGRAMME

**ERASMUS – INTENSIVE PROGRAMME  
FOR THE ACADEMIC YEAR 2005 - 2006  
FINAL REPORT**

# General instructions

## 1. Overview

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The Final Report for the project comprises the following parts:

- Part 1** Confirmation of the basic data on the project and the partnership held in the database of the Executive Agency.  
**Part 2** A description of the project activities, products and results.  
**Part 3** Declaration of Expenditure (presented as a series of self-calculating Excel tables).

- Help Notes for the use of the EXCEL files for IP Final Reports
- Receipt Acknowledgement

## 2. General guidance


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- You should carefully read the *Administrative and Financial Handbook* (annexed to the Financial Agreement; later referred as the Handbook) before filling in the reporting forms.
- The Final Report is submitted by the Beneficiary on behalf of all the organisations participating in the project. The declaration on the following page confirms that a process of consultation and approval has been carried out throughout the partnership. It is therefore important that the required information should be collected in good time before the deadline for submission of the Final Report.
- The Report must be submitted in one of the **official languages** of the European Union.
- **Two copies of the Report** must be sent by the 15<sup>th</sup> January 2006 to:

**Education, Audiovisual & Culture Executive Agency**  
**Unit Erasmus/Jean Monnet/Study Centres**  
**Att.: Mr. Ralf RAHDERS**  
**Bourg**  
**BE - 1049 Brussels**

- You have to attach to your Report, **one copy of all project products and results**. If you refer to web sites, passwords should be given for all private areas.
- Each page of the Report and all copies of products and results have to bear the Financial Agreement number.
- You are strongly advised to send your Report by registered post to ensure a record of postage. Additionally, you are advised to keep a copy of the full report, including any annexes.
- Please note that a late submission of the Report may result in penalties or even cancellation of the Financial Agreement, in accordance with the general conditions of the Agreement.

## Checklist and declaration

<b>Checklist</b>	
Please check the following points before submitting your Final Report	
There are <b>two</b> complete and securely bound copies of the Final Report.	<input type="checkbox"/>
The Financial Agreement number is specified on each page of your Report and on each attached document, product or result.	<input type="checkbox"/>
The <i>Declaration by the Beneficiary</i> below has been signed and stamped by the legal representative of the Beneficiary. One copy of the Final Report bears an original signature.	<input type="checkbox"/>
Part 1 (Project Data) of the Report has been duly amended or approved.	<input type="checkbox"/>
You have answered all the questions in Part 2 of the Report.	<input type="checkbox"/>
You have completed the partner table and summary tables.	<input type="checkbox"/>
One copy of all products and results is included.	<input type="checkbox"/>
The Receipt Acknowledgement has been duly completed (first part only).	<input type="checkbox"/>
<b>Declaration of Expenditure</b>	
All expenditure presented in Part 3 of the report is eligible (See section 2 of the Administrative and Financial Handbook).	<input type="checkbox"/>
The expenditure is consistent with the activities undertaken during the eligibility period.	<input type="checkbox"/>
All tables have been completed in EUR. Exchange rates have been calculated following the instructions of the Handbook (Section 3.3).	<input type="checkbox"/>
The Declaration of Expenditure has been checked by the accounts or finance department of your institution. In particular, the totals of the detailed tables are equal to the totals shown in the general table (Table 3.1).	<input type="checkbox"/>

## Declaration by the Beneficiary

**Financial Agreement number:**

**29312 - IC - 1 - 2003 - 1 -AC- ERASMUS - IPUC – 3**

I, the undersigned, hereby declare that the information contained in this Report is accurate and in accordance with the facts. In particular the financial data provided in this Report corresponds to the expenditure actually incurred by the project partners for the execution of the project activities. This information has been checked and approved by the partners involved in the activities set out in this Report.

I herewith request payment of the outstanding balance for the project, in accordance with the terms of the Grant Agreement.

Signed in: VIENNA

on / /

*Signature of the Beneficiary's legal representative*

Seal/stamp of the organisation

*Name and function in capital letters*

UNIV. PROF.DIPL.-FW.DR. HUBERT DÜRRSTEIN, Rector

## Part 1: Confirmation of project data

Please complete the fields of the following page on the legal representative and co-ordinator of the IP.

## IDENTIFICATION

### Legal Representative

(The same person as specified in the Financial Agreement, or as modified, of your institution)

Full legal name of the institution in the national language	UNIVERSITÄT FÜR BODENKULTUR, WIEN
Acronym of the institution, if applicable	BOKU
Full name of the Institution in English (formal or informal translation)	UNIVERSITY OF NATURAL RESOURCES AND APPLIED LIFE SCIENCES
ERASMUS ID code (e.g. B BRUXEL01)	A Wien 03
Website	<a href="http://www.boku.ac.at">http://www.boku.ac.at</a>
Legal representative of the institution (head of the institution): Last and first name	Dürrstein Hubert
Legal address of the institution Street Post code & town Country	Gregor Mendelstrasse 33 A-1180 WIEN AT
Phone (including country and area codes)	++43 / 1 / 47654 1000
Fax (including country and area codes)	++43 / 1 / 47654 1005
E-mail address	<a href="mailto:rektorat@mail.boku.ac.at">rektorat@mail.boku.ac.at</a>

### Coordinator of the IP

(The address provided will be used for the acknowledgement of receipt and all further correspondence relating to the project.)

<b>Project coordinator:</b> Last and first name	Kvarda Werner
Department/Unit	Department für Integrative Biologie / Zentrum für Umwelt und Naturschutz
Official function within the institution	University Professor (retired)
Correspondence address: Street Post code & town Country	Gregor Mendelstrasse 33 A-1180 Wien AT
Phone (including country and area codes)	++43 / 1 / 47654 4500
Fax (including country and area codes)	++43 / 1 / 47654 4505
E-mail address	Werner.kvarda@boku.ac.at

## Part 2: Description of project activities, products and results

This section describes the activities of the project. It is divided in two sections.

**Section 2A** – Summary of the activities undertaken.

**Section 2B** – An overall description of the project.

## Section 2A - Summary of the Activities

### 1. Project information

<b>Title of the Intensive Programme</b>	RESPONSIBLE USE OF SOIL AND LAND AND REGIONAL DEVELOPMENT		
<b>Subject area code / name</b>	01.0	02.0	
<b>Location of the IP</b>	Neusiedl am See		
<b>Start date of the IP *</b>	March 20 <sup>th</sup> 2006	<b>End date of the IP*</b>	April 1 <sup>st</sup> 2006
<b>Total duration of IP* in days</b>	12	<b>Thereof working days (subject-related work)</b>	11

\* The duration of the IP course, without including preparatory or evaluation activities.

### 2. List of ACTIVE partners who have taken part in the Intensive Programme

Erasmus Institutional ID Code (for Higher Education institutions)	Full name of the institution	Number of teaching staff participating in the IP	Number of students participating in the IP
A-WIEN-03	Universität für Bodenkultur (BOKU)	2	3
BG-SOFIA-12	University of Forestry (Lesotechnical University – SOFIA)	1	3
HU-BUDAPEST-03	Corvinus University - BUDAPEST	1	3
HU-GÖDÖLLÖ-01	St.Stephen University - GÖDÖLLÖ	1	3
SK-BRATISL-01	Slovak University of Technology – Civil Engineering BRATISLAVA	2	6
SK-BRATISL-01	Slovak University of Technology – Architecture BRATISLAVA	2	4
A-LINZ-01	Johannes Kepler University - LINZ	1	1
D-DEGGEND-01	Fachhochschule DEGGENDORF	1	2
<b>TOTAL</b>		11	25

Financial Agreement number: 29312 - IC - 1 - 2003 - 1 -AC- ERASMUS - IPUC - 3

## Section 2A - Summary of the Activities (continued)

### 3. Description of the preparatory activities undertaken BEFORE and AFTER the actual Intensive Programme took place.

Please attach also a copy of the detailed timetable and/or programme of the actual Intensive Programme.

Stage of the project (start-end dates)	Activities undertaken	Lead partner, other partners involved in the activities undertaken
Stage 1 <b>PRELIMINARY</b> (01/07/05 – 22/11/05)	+ Organisation + Budget and Cofinancing + Program for the Kick off + Hand out Kick off + Team workspace and website <a href="http://www.academia-danubiana.net">www.academia-danubiana.net</a>	Prof. Werner Kvarda Prof. Winfried Blum BOKU – WIEN Dora Rebeka Kertesz – BOKU Wolfgang Dorner – Fachhochschule Deggendorf
Stage 2 <b>KICK OFF</b> (23/11/05 – 25/11/05) Neusiedl am See – Firestation	+ Meeting in Neusiedl am See + Theoretical background – DPSIR method + Case studies + Action plan for phase nr. 3 + Program of the Intensive program	Prof. Werner Kvarda Prof. Winfried Blum DI Dobromir Borislavov – SOFIA Dora Rebeka Kertesz – BOKU Flora Móczenyi – BUDAPEST Sandra Keyzlarova – BRNO Kurt Lentsch, Major NEUSIEDL
Stage 3 <b>INVENTORY</b> (26/11/05 – 19/03/06)	+ Documentation of Kick off + Preparatory work for the IP + Case studies and lectures	BOKU, SOFIA, BUDAPEST, GÖDÖLLÖ, DEGGENDORF, FASTU, STU
Stage 4 <b>IP Block 1</b> (20/03/06 – 22/03/06) <b>LECTURES AND CASE STUDIES</b> Neusiedl am See – Firestation	+ Introduction of the theoretical background of the IPSOIL project and Presentation of the Case studies and lectures <a href="http://www.academia-danubiana.net/projects/IPSOIL/IPSOIL%20II/KO_lectures.html">http://www.academia-danubiana.net/projects/IPSOIL/IPSOIL%20II/KO_lectures.html</a>	Prof. Winfried Blum Ass. Prof. Tomaz Prus Prof. Werner Kvarda Ass.Prof. Katinka Mihova Doz. Jarmila Husenicova
Stage 5 <b>IP Block 2</b> (22/03/06 – 22/03/06) <b>MIND MAPPING</b> Neusiedl am See – Firestation <b>G</b>	+ Discussion with the stakeholders of the region + Elaborating a mind map + Action plan for the projects	IPSOIL GROUP, STAKEHOLDERS-NEUSIEDL Bärbel Keller, Nick Titz, Prof. Alois Herzig, Adolf Schendl, u.a.
Stage 6 <b>IP Block 3</b> (23/03/06 – 01/04/06) <b>PROJECTWORK</b> Neusiedl am See – Firestation	+ Projects: 1.Identity and visual quality of the landscape, 2. Communication and Education 3.Ecological Networking in the Learning region 4.Water Manag- ment 5.Tourism 6.Green map	Prof. Werner Kvarda Ass. Prof. Katinka Mihova Doz. Jarmila Husenicova
Stage 7 <b>Projects</b> (02/04/06 – 22/06/06)	Finalizing the projects and preparing documents for the presentation (all groups)	BOKU, SOFIA, BUDAPEST, GÖDÖLLÖ, DEGGENDORF, FASTU, STU,
Stage 8 <b>PRESENTATION</b> (23/06/06 – 23/06/06) Neusiedl am See – Gerbgruben	+ Presentation at the Galerie ´In den Gerbgruben´ Neusiedl am See + Press conference + Discussion with stakeholders	Ass. Prof. Vladimir Herber Doz. Jarmila Husenicova Prof. Werner Kvarda Prof. Winfried Blum Dora Rebeka Kertesz – BOKU DI Dobromir Borislavov Akos Pottyoni – Gödöllö
Stage 9 <b>FOLLOW UP</b> (24/06/06 – 30/10/06)	+ Evaluation (questionnaire) + Final report	BOKU Dora Rebeka Kertesz – BOKU



## Section 2B – Overall Description of the Project

### Activities (maximum 3 pages)

Please provide a comprehensive description, which gives a full account of the project work. It should cover the following:

#### Objectives

- The **aims and objectives**: what were they? Have they been achieved? What means have been used to monitor their success or failure?
- How did the IP tie in with the **existing teaching programmes** of the participating institutions and explain what you consider to be **innovative** about the project (in relation to each of the participating countries if the situation is different in each of them), namely in relation to defining or building a **European dimension**).

#### Organisational aspects

- The **organisational approach and structure** developed within the partnership to manage the project: describe the role(s) of individual partners (including any non-participation), organisation of the work and the way transnational cooperation has taken place. Comment upon the appropriateness and effectiveness of the organisational approach in achieving the aims of the project. Please indicate also any other organisations/contacts involved.
- How was the **selection** of students and teachers made?
- Did you include disadvantaged and or disabled students and teachers in the project?

#### Outputs

- Describe the **outputs** of the project (the programme implemented, qualitative and quantitative description of teaching material produced specifically for the IP, report/theses from the students, web-based exercises, multimedia products, websites etc.) Specify the nature, volume, structure, content and language envisaged (where applicable).
- How was **academic recognition** arranged for the students? Were ECTS credits awarded and if so, how many ECTS points were awarded to how many students from which institutions?
- Any **additional benefits** and/or spin-offs of the project? What was the contribution of non-higher education institutions (if applicable) to the expertise and outputs developed in the project?

#### Evaluation and Dissemination

- What **tools and criteria** have been used to monitor and evaluate the appropriateness and effectiveness of your work (process and results)? Who did the evaluation? What were the results?
- Were the outputs of the IP **disseminated** to a wider audience and if so, how? Were links established with other projects and/or networks within Socrates or beyond? Have plans been made to extend the project partnership beyond the period of support from ERASMUS?

#### Feedback on the project

- Please describe any **divergence** from the initial project plan (aims and objectives, work programme, products, partnership, and budget). Give the reasons for the changes.
- Please provide an overview of any **difficulties** encountered during the eligibility period.
- Please add any additional comment you may wish to make to the **Executive Agency** (such as recommendations for future measures, administrative procedures, key issues, etc).

## Section 2B – Overall Description of the Project

Activity report answering questions above (please add additional pages if necessary)

### OBJECTIVES

#### 1... Aims and objectives:

The **goals** of this IP are to work out a common vision and to co-operate in the development of measures against uncontrolled sealing and damage of soil and land, intending a balanced production and also developing concrete measures for integrated land utilisation to initiate a 'learning region'. The trend towards uncontrolled sealed surfaces and damage of an asset that is extremely short and cannot be reproduced, is continuing. The targeted reduction in the growth rate of permanently sealed surfaces is to be achieved by looking for concrete measures and solutions.

The **aims of this project** are to co-operate in the development of measures against uncontrolled sealing and damage of soil and land. We are working on concepts for solving these complex problems in cooperation with graduate students and Ph.D. students from nine Danubian countries (DE, AT, HU, SK, CZ, BG, SI, YU, UA) and also representatives of science and political administration in the Neusiedlersee region.

Within the second part of the IPSOIL project, we were elaborating targeted projects of applied research for the multifunctional management of soil and land-use. The projects were dealing with primary and secondary responses towards satisfying the demand for improving new socio-political instruments or economic regulations, technical precautionary measures, legal decrees, ecological and also aesthetic structures.<sup>1</sup>

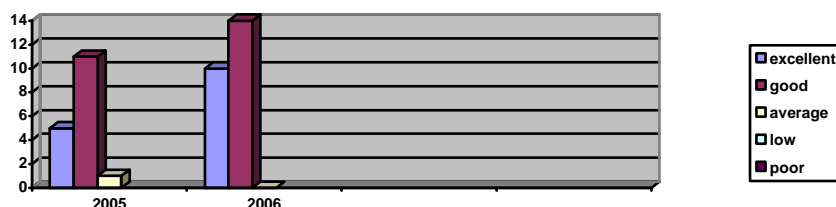
We also were monitoring about the success and failure of the project. Within a questionnaire we were asking the students last year (2005) and this year (2006) how they judged the scientific quality of the IPSOIL project. We are recognising this year an increase of the consent by the students

Last year IPSOIL I (2005)

5 excellent 11 good 1 average 0  below average 0  poor

This year (2006)

**10** excellent 14 good 0  average 0  below average 0  poor



#### 2... Existing teaching programmes

For the first time in one of the European regions we will transfer operational goals and objectives for soil protection within the basis of the 'EU soil communication': "Towards a **thematic strategy for soil protection**" – COM (2002, 179 Brussels). Within this strategy, the objectives of our application, in particular the eight threats of soil, are mentioned explicitly. Aspired goals for sustainable land-use and soil protection and harmonising different demands of land-use should be accepted and balanced from a social and economic point of view and most of all significant in a scientific – technological – and ecological way, all of this regarding future generations.

We were asking the students how does the IP did tie in with the existing programmes of their institution. 14 students agreed on it and 8 said no. The answers were:

- \* Programmes IP II is more different then other programmes in my institution, because we don't have team works.
- \* Issue of IPSOIL programme is too specified comparing to existing teaching programmes on my faculty
- \* Somehow we learning every subject of IPSOIL II at home but not this way. At home we don't cooperate with people from other professions, so much.
- \* not yet, but we are working on it.
- \* bad communication about this topics with representatives of department

<sup>1</sup> [http://www.academia-danubiana.net/projects/IPSOIL/IPSOIL%20II/lectures\\_and\\_casestudies\\_24.html](http://www.academia-danubiana.net/projects/IPSOIL/IPSOIL%20II/lectures_and_casestudies_24.html)

\* In last years even landscape architecture has been taken out from the regular study program of young architecture students at the FASTU BA

Another question was the organisational approach of the IPSOIL project concerning the transnational cooperation

\* very o.k. , very good, well organised, on a very high level

\* I think that is the best idea (one of the best O of IP SOIL because trans-national cooperation is very need !

\* organisational approach is successful

\* good, the experience in different countries good communicated.

\* I think the organisational approach was very good. I am surprised that there was a cooperation especially with the universities from eastern Europe.

\* I appreciate the positive energy of prof. K. and his young colleagues and new innovative technologies (i.g.- computer aided information and communication technologies) very much

\* I mean there was good international cooperation

\* No.1. No barriers in communication

\* It is for me new experiences about education method and team works and I am so happy to be participant of this program

\* outstanding work, some others can only learn from

\* I mean the trans-national cooperation was good

\* very good, people who comes from different country knows the detailed situations of their own, it is useful.

## **ORGANISATIONAL ASPECTS**

### **3...Organisational approach and structure**

The role of the individual partners was very different. There was an active group, working with the students and also working on the various tasks within the eight threats of soil relating to the aims and objectives. Within the second phase of IPSOIL unfortunately some universities were not that much involved as last year, and the students had to work mostly alone, without scientific support from their home institute. There will be need in the future, for special forms of communication in order to convey preliminary tasks as mentioned in the application and also techniques from organisational learning such as team learning and systemic thinking. Within our project we follow the recommendations of the Transnational cooperation programmes from the EU 'ESDP (European Spatial Development Perspective)' to promote an empowering dialogue and to implement it on a regional basis.

The organisational approach for achieving the aims of the project is really the hardest task. There are cultural phenomena concerning the relationship between the teacher and the student, the mode of learning within a project, or certain assumptions regarding self-organisation processes even for PhD. Students. Action research could help to analyse such complex social issues.

For getting in contact with the stakeholders from the region and also from different related institutions, we had several contacts with the project. Atelier Gerbgruben, IUCN, City of Linz, Burgenländische Forschungsgesellschaft, UNI Regio and others

### **4... Selection of students and teachers**

The selected students were chosen at their home universities by their professors. Some additional students were participating on behalf of new scientific contacts – Belgrade, Sumy

### **5... Disadvantaged and or disabled students and teachers in the project**

There were no disadvantaged or disabled students or teachers participating in the project.

## **OUTPUTS**

### **6... Outputs**

The soil indicator framework - DPSIR approach – and its application in practice helps to understand complex systems and processes and to react by developing responses and solutions for strategies and operational procedures, to create landscapes great responsibility. This framework of the 'five main soil research clusters' serve as a theoretical background and teaching material for our project.<sup>2</sup>

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<sup>2</sup> BLUM, Winfried E.H.; BÜSING, Jürgen; MONTARELLA, Luca (2004): Research needs support of the European thematic strategy for soil protection. Trends in Analytical Chemistry, Vol 23, No.10-11, 2004. Published by Elsevier Ltd.

Within the second phase of IPSOIL II in March 2006, we were elaborating targeted projects of applied research for the multifunctional management of soil and land-use. The projects were dealing with primary and secondary responses towards satisfying the demand for improving new socio-political instruments or economic regulations, technical precautionary measures, legal decrees, ecological and also aesthetic structures.<sup>3</sup>

The **external communication** is running on the Internet by our website <http://www.academia-danubiana.net>

The **internal communication** take place on the course management system (CMS) of the Universität für Bodenkultur. It comprises of different tools promoting online collaboration such as chat rooms and forums. Access is limited to the Professors and PhD-Students participating in this project, as well as the supporting staff group. The different discussion groups, are structured thematically, participants can share their comments on certain topics of questions. Within the forum for informal communication the participants can contribute or discuss about their scientific work.

### 7... Academic recognition - ECTS credits awarded

Within the IP we will make use completely of the ECTS points. They will be attributed within this project work, just the same as all the preparatory work.

([http://europa.eu.int/comm/education/programmes/socrates/ects\\_en.html](http://europa.eu.int/comm/education/programmes/socrates/ects_en.html))

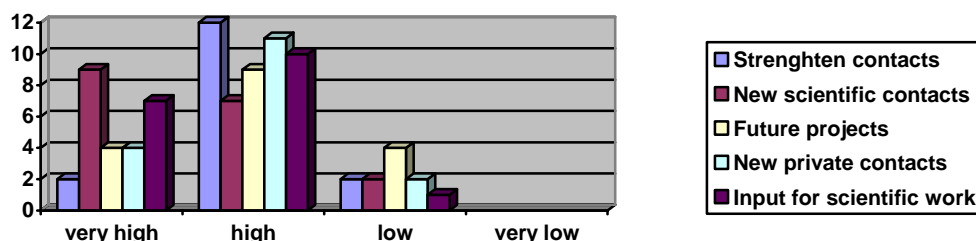
The program of the IP lasts 13 days and the participating students will get max 8 ECTS points. The students will receive **1** ECTS point for data collection as a preliminary investigation for the IP with a final report (2 weeks) and also additional **2,5** ECTS points for participating at the IP in Neusiedl am See and finally **2,5 – 4,5** ECTS points for elaborating a positive report (paper or Diploma work).

### 8... Additional benefits and/or spin-offs of the project

A spin-off developed in the project will be the continuation of the BRIDGE project, to achieve a cooperative network of universities, cities and towns along the Danube, emphasising a common vision of measures against uncontrolled sealing and damage of soil and land, intending the development of concepts for integrated land utilisation and to initiate a **‘learning region’**. The **Neusiedlersee region** needs to become a ‘learning region’ and enhance institutional capacity building. Within the strategy sketch of the town Neusiedl am See the third area of the negotiation process **"The public initiative"** suggests ideas and thoughts, in which we can see impulses to achieve objectives of the city. Such an example is maybe here the lobbying of the commune on the federal level for establishment a "University of the Panonia region" in Neusiedl am See. We already had a meeting with the rector Dr. Dürrstein from the BOKU and the major of Neusiedl am See Kurt Lentsch, for further cooperation between the city and the university.

### 9... Tools and criteria to monitor and evaluate

Within a questionnaire we made an Evaluation of the experiences in the Erasmus- Intensive Programme – IP Soil project. We were asking about the intention, to participate in a continuous project. **95%** of the participants agreed to come next year again. The evaluation was part of the final discussion. We were also asking, to what degree the IP Soil has certain effects (see chart below): Especially contacts caused by the project, have a very high value.



The project was introduced to the media at the final presentation on June 23<sup>rd</sup> 2006 and also presented at the European Land and Soil conference in Krems 2005.<sup>4</sup>

As a result of our two year project work, the individual project reports and lectures by the students and experts are now being published in a book – Academia-Danubiana first issue A.D.1-2005. This publication is

<sup>3</sup> [http://www.academia-danubiana.net/projects/IPSOIL/IPSOIL%20II/lectures\\_and\\_casestudies\\_24.html](http://www.academia-danubiana.net/projects/IPSOIL/IPSOIL%20II/lectures_and_casestudies_24.html)

<sup>4</sup> KVARDA, Werner (2006): "Socrates Erasmus Intensive Programme" Responsible soil- and land-use and regional development. In: local land & soil news 16/17 I/06 The Bulletin of the European Land and Soil Alliance (ELSA) p.21-22

intended for representatives of administration and the sciences dealing with practical issues of responsible use of soil and land, as well as for politicians and teachers who are responsible for the scientific underpinning of the issues in the future.

## **10... Dissemination**

Within the UNIREGIO conferences [http://www.iff.ac.at/uniregio/docs/info\\_e.html](http://www.iff.ac.at/uniregio/docs/info_e.html) a strategic positioning of universities and science transfer in regional development within the Vienna Region and Western Hungary took place. What kind of activities in research, education and consulting of universities and colleges are related to regional development? Who plays an active role? How can the co-operation between regional institutions and the universities be improved, what kind of supportive structures are needed? What do regional institutions expect from universities? Based on empirical research and surveys, representatives of higher education institutions and regional development professionals of the region were meeting in workshops to work on joint strategies for their co-operation. We had an intensive discussion with representatives from the Centrope region and could present the IPSOIL project to the public in Vienna, November 22nd 2005 [http://www.iff.ac.at/uniregio/docs/uniregio\\_kurzprotokoll\\_AK\\_workshop\\_I.pdf](http://www.iff.ac.at/uniregio/docs/uniregio_kurzprotokoll_AK_workshop_I.pdf) and also in Győr, January 17<sup>th</sup> 2006 . [http://www.iff.ac.at/uniregio/docs/uniregio\\_protokoll\\_workshop\\_II.pdf](http://www.iff.ac.at/uniregio/docs/uniregio_protokoll_workshop_II.pdf)

We also want to extend the project partnership within the initiative 'Grundtvig 4'<sup>5</sup> Networks<sup>6</sup> through the transnational cooperation of adult education institutions in Europe.<sup>7</sup> One of our regional partner, Kurt Puchinger is suggesting one possible operational objective to develop a pilot 'curriculum' with a 'post-graduate' orientation to qualify people to understand and manage a regional biosphere based development process. The target group should be professionals on different levels already involved in/or pre-qualified for regional development procedures. The general aims will strengthen the co-operation of education institutions (academia, non-academic) will improve job creation and help to make lifelong learning opportunities available to public institutions, NGOs (regional management) and in the private sector.

## **FEEDBACK ON THE PROJECT**

### **11.... Divergence from the initial project plan**

Referring to the partnership there was a change. The TU Zvolen was not able to continue. Students from other Slovak universities were participating in the project.

### **12....Difficulties**

No significant difficulties were encountered with respect to the project.

### **13.... Please add any additional comment you may wish to make to the Executive Agency (such as recommendations for future measures, administrative procedures, key issues, etc).**

+ We would recommend to show up the fixed days on the website.

+ We also would like to know earlier about the continuation of the project, with respect to the participating universities

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<sup>5</sup> <http://www.socrates.at/aktionen/aktion3.php>

<sup>6</sup> [http://ec.europa.eu/education/programmes/socrates/grundtvig/home\\_en.html](http://ec.europa.eu/education/programmes/socrates/grundtvig/home_en.html)

<sup>7</sup> Burgenländische Forschungsgesellschaft (2005): Crossing Borders. Recommendations to Promote Cross-border Cooperation in Adult Education in European Border Regions. Developed within the SOCRATES / Grundtvig 1 Project. Eisenstadt: Research Society Burgenland. [www.forschungsgesellschaft.at](http://www.forschungsgesellschaft.at)

## Part 3 - Declaration of Expenditure (in EUR)

This section sets out the financial information required by the Executive Agency. We advise you to read carefully the **Administrative and Financial Handbook** before filling in this section.

Table 3.1 provides a summary of the Total costs of the project. In addition the following tables must be completed if there is related expenditure:

- Table 3.2 provides a Breakdown of Organisational Costs
- Table 3.3a provides a Breakdown of Travel, Accommodation and Subsistence costs for TEACHER travelling to the IP
- Table 3.3b provides a Breakdown of Travel, Accommodation and Subsistence costs for STUDENTS travelling to the IP

In all cases table 3.4 (Breakdown of the sources of finance within the partnership) must be completed.

## Help Notes for use of the EXCEL Tables for IP Final Reports

### General Notes:

- **You cannot introduce additional rows to the EXCEL tables as the tables are locked** – should you require additional rows please send the EXCEL tables (electronically) to the contact details mentioned below and ask for additional rows to be introduced (please specify the number of rows that you require).
- All tables have an automatic “wrap text” function that will expand the cells in order to hold all the required data.
- **Only the yellow boxes are to be completed.** The blue, white and polka dot boxes are locked and therefore cannot be completed.
- **Each table must contain the project (agreement) reference.** Please ensure that you complete the appropriate cell within Table 3.1 - missing data is represented by an asterisk (\*).
- Table 3.1 is linked to the totals of tables of the other tables. Thus, as you introduce data to tables 3.2, 3.3a and 3.3b this will be automatically transferred to Table 3.1. **You will not be able to enter data in the automated cells within Table 3.1 as these cells are locked.**
- If you wish to add additional comments with regard to the declared expenditure please create a Word document for that purpose and send it to us with the EXCEL tables.

**Please also note that throughout the EXCEL tables there are a number of additional automatic formulas for which these cells are also locked.**

**If you have problems using the Tables then please contact the following contact person at the Executive Agency:**

**Mr. Benjamin Couls Rodriguez**  
**Telephone: +32 (0)2 296 41 01**  
**e-mail: Benjamin.Couls@cec.eu.int**

### Printing:

- Highlight the Area to be Printed.
- Click on File then Print Area then Set Print Area.
- Do not change the formatting unless trying to fit the entire table on one page.

### For visitors and further information:

**Education, Audiovisual & Culture Executive Agency**

**Unit Erasmus / Jean Monnet / Study Centres**

**Rue Colonel Bourg 135-139**

**BE – 1140 Brussels**

**Mr. Gilles GERVAIS**

**Telephone: +32 (0)2 296 77 44**

**Fax: +32 (0)2 292 13 26**

**e-mail: Gilles.Gervais@cec.eu.int**

## Receipt Acknowledgement Final Report

This page will be returned to you when your final report form has been received. Therefore, please complete the information below clearly.

**Title of project:**

Name of Beneficiary	Hubert Dürrstein
Name of legal representative	Werner Kvarda
Street Number	Gregor Mendelstrasse 33
Country code - Post code - Town/City	A-1180 Wien
Fax number	+43 / 1 / 47654 / 1005

***Please do not write below this line***  
**Reserved for the Executive Agency:**

Documents received:

Final Report	Original + 1 copy
Annexes	

Products received:


- We acknowledge receipt of your **complete** Final Report and your payment request.
- Your Final Report is **incomplete** and we ask you to submit the following missing data ASAP (not later than 2 weeks from the date of this Receipt Acknowledgement):

Country	Year	Project type	Project number

Please use this number in all communication with the Education, Audiovisual & Culture Executive Agency.

Yours sincerely

Date: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Position: \_\_\_\_\_